

Analysis of the Pancasila Student Profile Strengthening Project Using Merdeka Belajar Platform at the Senior High Schools to Improve the 21st Century's Competencies

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Abstract: The project to strengthen the Pancasila Student Profile (P5) in the Merdeka Curriculum is an important thing to be carried out in each education unit because it guides educators in building the character and competencies of students in schools. Furthermore, it is hoped that Indonesian students are students whose lives are competent, characterized, and behave according to the values of Pancasila. SMAN 15 Padang is one of the high schools that has implemented the Merdeka Curriculum, and it is a Sekolah Penggerak. At this school, the implementation of the Merdeka Curriculum uses the Merdeka Belajar platform. This paper aims to analyze the implementation of P5 activities, how to apply the Merdeka Belajar platform, and reveal problems in implementing P5 at SMAN 15 Padang. The research method uses a qualitative approach to descriptive research. The data collection techniques used are observation, interviews, and documentation. This P5 activity begins with identifying problems facilitated by the teacher so that the activity starts to have an orientation to the understanding of concepts and resolve the issue according to the theme. The P5 theme selected activities are sustainable lifestyles, local wisdom, and entrepreneurship. Generally, the implementation of P5 and the use of the Merdeka Belajar platform in SMAN 15 Padang has been going well, and it has reflected the character and behavior of the values of Pancasila.


1 INTRODUCTION


The curriculum is the life of education. Education in Indonesia always experiences curriculum changes from time to time. Changes in the curriculum certainly cannot be avoided and passed but must always be lived and adapted to the needs and principles (Sadewa, 2022). The national education system is required to make renewal in a planned, directed continually, and continuous manner so that it can guarantee equitable education, improved quality as well as the relevance and efficiency of education management to prepare students to face challenges according to the demands of life changes both local, national, to global (Faiz and Kurniawaty, 2022).

In Indonesia, one of the educational development processes is curriculum development (Bisri, 2020; Safaruddin, 2020). The curriculum in Indonesia has been developed since independence, and changes occur from time to time. The curriculum is the life of the course of education (Huda, 2017). Through the curriculum, it is expected that education success will be created. Changes in the curriculum cannot be avoided due to the lack of proper education in Indonesia and the influence of socio-cultural systems, politics, economics, and science and technology. To achieve success in education, in addition to a good curriculum, all components in education must be bound to each other (Abi Hamid *et al.*, 2020; Safaruddin, 2020)

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In 2021 the government, through the Ministry of Education and Culture, the government launched the prototype curriculum, which was further enhanced in 2022 and became the Merdeka curriculum. In its journey, the implementation of the Merdeka Curriculum (IKM) was carried out in stages, not simultaneously and not massively. The government provides opportunities for schools to conduct IKM learning independently. IKM Mandiri is made in three categories: Mandiri Learning, Change, and Mandiri Sharing.

One of the schools that uses the Merdeka Learning curriculum is SMA Negeri 15 Padang, also a Sekolah Penggerak. According to the results of interviews with deputy school principals in the field of curriculum and several learning committee teachers at SMAN 15 Padang, "In Merdeka curriculum, there is a term called KOSP (Education Unit Operational Curriculum) which is the basis of learning at school, teaching modules and student profile project Pancasila."

In the Merdeka Learning Curriculum, learning strives to lead to the formation of the Pancasila Student Profile following its vision and mission, which emphasizes the formation of Pancasila students. Based on the Minister of Education and Culture Regulation No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture of 2020-2024, Pancasila Students are the embodiment of Indonesian students as a lifelong student who has global competence and behaves Pancasila values, with six main characteristics: Believers, fear God and have a noble character, global diversity, work together, independent, critical reasoning, and creative.

Based on research conducted by (Winarsih, 2022), the elementary school level has implemented character education following the strengthening of the Pancasila Student Profile through the components of Pancasila Student Attitudes. The teacher explained that almost 85% of students had already instilled the character of students following the profile of Pancasila students, and 15% of students still did not have the character as a student profile of Pancasila.

In Research conducted by (Nisa, 2022), the application of learning projects Strengthening Pancasila Student Profiles at the Junior High School Level in the planning, application process, and evaluation of the learning project strengthening Pancasila Student Profile has the stages that need to be carried out by the teacher with the facilitator.

In (Hadian, 2022) research, planning a project strengthening the Pancasila Student Profile (P5) at the high school level includes forming a team, making

technical guidebooks, and determining project themes. Meanwhile, the organization of projects includes forming a project group supervisor team, determining research objects, and determining student structure in groups. The implementation of the project starts from the determination of the formulation of research objects, the formulation of the problem, making research instruments, implementation of observations, making reports, and making blogs to upload project reports. Meanwhile, the supervision and evaluation of the project are carried out with internal and external supervision.

Before using the Merdeka Learning Curriculum, SMA Negeri 15 Padang had implemented character education for its students. For example, by inviting students always to maintain the cleanliness of the school, not damage plants, and discipline in time. Education developers use Pancasila Student Profiles as the leading destination (Kemendikbud Ristek, 2021B). According to the Deputy Principal of the Curriculum Section of SMAN 15 Padang, there are still several obstacles to applying the Merdeka Studying Curriculum in this school.

It is undeniable that information technology has been a powerful locomotive in driving social transformation around the world in the last few decades. Most of these change processes are based on the production of information. Freddy K. Kalidjernih explained that information technology, including education, plays an important role in social change. Kalidjernih explained that education faces the implications of these changes, especially concerning an increasingly globalized life that has shaped and sharpened teaching and learning cultures (Kalidjernih, 2011). In line with this view, the Ministry of Education and Culture responded to these modern problems by initiating a Sekolah Penggerak program to realize the Pancasila Student Profile, namely students who have a noble character, are independent, have the critical thinking, are creative, work together and have global diversity.

In implementing the Merdeka Belajar curriculum using the Merdeka Belajar platform, teachers are assisted in finding inspiration, references, literacy, and understanding in efforts to implement the Merdeka Curriculum. The Merdeka Mengajar Platform is a Penggerak partner for teachers forming Pancasila students. The Merdeka Belajar Platform has three functions: teaching the Merdeka curriculum more effectively, learning new concepts, and working to create works or products.

(Sinsuw and Sambul, 2017) In preparing learning tools, teachers use technology and information as learning resources and media, providing space for

developing teacher creativity in designing learning to support achieving set learning objectives. (Aka, 2017) revealed a change in the way of teaching teachers from paper-based to technology and information based. Using technology and information as learning resources and media can increase the speed and achievement of learning objectives, improving Indonesian education quality. Based on the information mentioned above, the researcher will study more deeply how to apply the strengthening of the Pancasila Student Profile project in learning at the Sekolah Penggerak, namely at SMAN 15 Padang, to improve the skills of the 21st century. This article aims to analyze the implementation of P5 activities and the use of the Merdeka Belajar Platform at SMAN 15 Padang and reveal Problems in implementing P5.

2 METHOD

This research is a qualitative approach to descriptive research. Data collection techniques used are in-depth interviews, observation, and documentation. This study's data sources are the Principal, Deputy Principal of the Curriculum Section, and SMA N 15 Padang teachers. The data analysis technique used in this research uses the Milles and Huberman model; namely, the analysis in the research is carried out interactively. The stages of this research were carried out through three steps. The data reduction stage was conducted to determine relevant, meaningful, and important data based on the research and to obtain the data the researcher needed. This study's data (display data) is presented as a short narrative description (with text). Conclusion drawing (verification) where researchers will draw or make conclusions by explaining data collection activities through observation, interviews, and supported by documentation (Miles, Huberman, and Saldana, 2013).

3 FINDINGS AND DISCUSSION

3.1 Planning for Learning Projects Strengthening Pancasila Student Profiles at SMAN 15 Padang

Based on the Ministry of Education and Culture No.56/M/2022, the project strengthening of the Pancasila Student Profile is a project-based curricular activity designed to strengthen the efforts to achieve

competency and character by the Pancasila Student Profile, which is compiled based on graduate competency standards. The project's implementation, strengthening Pancasila students' profile, is carried out flexibly regarding cargo, activities, and implementation time. The Pancasila Student Profile Project is designed separately from the intracurricular. Purpose, Content, and Project Learning Activities must not be associated with the goals and materials of intracurricular subjects. The education unit can involve the community and the world of work to design and organize a project to strengthen the Pancasila Student Profile.

According to the manual for developing a project to strengthen the profile of Pancasila students, graduate competency standards have competence for Indonesian students who are expected to have the competence to become democratic citizens and become superior and productive people in the 21st century. Therefore, Indonesian students are expected to participate in sustainable and resilient global development facing various challenges.

Some of the competencies that students must have in the 21st century, according to (Griffin, Care, and McGaw, 2012), are known as 4C, namely critical thinking and problem-solving (critical thinking and solving problems), creativity, communication skills, and the ability to work Collaboratively (ability to work together).

SMAN 15 Padang is one of the high school-level Sekolah Penggerak in West Sumatra. SMAN 15 Padang, in 2022, has implemented the Merdeka curriculum for the second year. SMAN 15 Padang has been to deliver students to achieve maximum learning following the demands of 21st-century skills through the independent curriculum.

SMAN 15 Padang was appointed Sekolah Penggerak in Padang, already trying to learn the Merdeka curriculum after going through various efforts and stages that have been passed, with enthusiasm and motivation from all curriculum drafting teams, along with the support of all teachers, school committees, and other school components.

Before the learning project strengthened the Pancasila Student Profile, SMAN 15 Padang formed the Learning Committee Team. Based on interviews with the Principal of SMAN 15 Padang, the Learning Committee Team designed and planned the learning project for Pancasila Student Profile. This team holds workshops, training, and assessments with other teachers so that the learning will be carried out according to the same goals and expectations.

Some of the activities of the learning committee team that have been carried out are identifying the

stages of readiness in schools in running projects, determining the dimensions and themes of profile projects, designing the time project time allocation, compiling the profile project module, determining learning objectives and developing topics, activity flow and assessment of profile projects. Based on interviews with the Head of the Project Planning Team, Strengthening the Pancasila Student Profile said that developing ideas and project modules according to students' local context, needs, and interests involves students' opinions and ideas.

In identifying the stages of the readiness of the education unit in carrying out the project strengthening the Pancasila student profile, including at the developing stage, because in SMAN 15 Padang already has a system to carry out the project-based learning, some teachers already understand the project-based learning and SMAN 15 Padang already involved outside parties to help wrong one project activity. For example, speakers from the theme of entrepreneurship makeup, haircut, and eco print originated from outside school.

Through the Pancasila Student Profile, it is expected that students, especially in high school, can develop their character values so that good behavior is formed and inherent in students. There are six key competencies: faith, devotion to God Almighty and noble character, global diversity, cooperation, creativity, and critical and independent. The six dimensions are interrelated and also strengthen.

Implementing Pancasila Student Profile Projects at SMAN 15 Padang was choosing the theme of a sustainable lifestyle, local wisdom, and entrepreneurship. This project in 1 (one) school year, the project strengthening the Pancasila Student Profile has carried out at least 3 (three) projects with 3 (three) different themes In SMA/MA class X and 2 (two) projects with 2 (two) different themes in class XI and XII SMA/MA.

3.2 Implementation of Learning Projects Strengthening Pancasila Profiles to Improve 21st-Century Skills

The project strengthening of the Pancasila Student Profile is carried out by training students to explore real issues in the surrounding environment and collaborate to solve the problem. Therefore, a separate time allocation is needed to ensure the project strengthening of the Pancasila student profile can run well. Implementing the project strengthening of Profile of Pancasila students is carried out flexibly, both on charge and on time. In charge, the Profile

Project must refer to the Pancasila Student Profile Achievement by the students' phase and not be associated with learning achievements in subjects. In managing the implementation time, the project can be carried out by allocating project hours from all subjects, and the total amount of time for the implementation of each project can be different. For this reason, in the project implementation to strengthen the Pancasila Student Profile at SMAN 15 Padang, as many as 30% of the total JP. From the themes provided by the Ministry of Education and Culture, the theme chosen by SMAN 15 Padang is as follows:

3.2.1 Sustainable Lifestyle

a. Hydroponics

Hydroponics is one way to cultivate plants using water without using soil. According to Syamsu, hydroponics is plant cultivation without using water as a container for soil substitutes. So that this hydroponics can use if the available land is minimal and suitable for areas with limited water supply. At this time, hydroponics is widely used as a profitable agricultural business.

In this activity, students realize that the willingness to land in the future will be limited due to population growth. It is a way to maintain a sustainable life for the long term. Furthermore, students also build awareness to behave and behave environmentally friendly, study the potential for the sustainability crisis in the surrounding environment, and develop readiness to deal with and mitigate it.



Figure 1: Hydroponics.

This hydroponic activity uses a container used as a used plastic bottle. In this activity, students are introduced to hydroponics, plant analysis, materials needed, the steps to make hydroponics and presentations of each group.

b. Domestic Waste Recycling

One of the activities carried out by students is recycling waste. Waste often refers to the remaining material that is not desirable or beneficial to humans after a domestic activity or process ends. Garbage is useless and can be used as fertilizer for plant fertilizers.

The source of this activity is the teacher of SMAN 15 Padang with the stages of the waste recycling project, namely the introduction of waste recycling, analyzing the materials needed, and the steps for recycling domestic waste and presentations. Student action is to recycle organic waste into compost. The reflection that is carried out is to see the level of success in the recycling of waste into compost.



Figure 2: Organic Waste.

This hydroponic activity uses a container used as a used plastic bottle. In this activity, students are introduced to hydroponics, plant analysis, materials needed, the steps to make hydroponics and presentations of each group.

c. Simple Water Treatment

The speaker of this activity are teachers of SMAN 12 Padang. With the stages of the project is the loss of the characteristics of clean water and is suitable for use. Furthermore, the stage is to analyze the materials needed to process clean water and their functions, the containers that can be used, and the steps to make a processor (filter). Students make group presentations. Student action on this activity is to make water processing (filter) and be able to process turbid water into clear water that is suitable for use and changes in water become suitable for use.

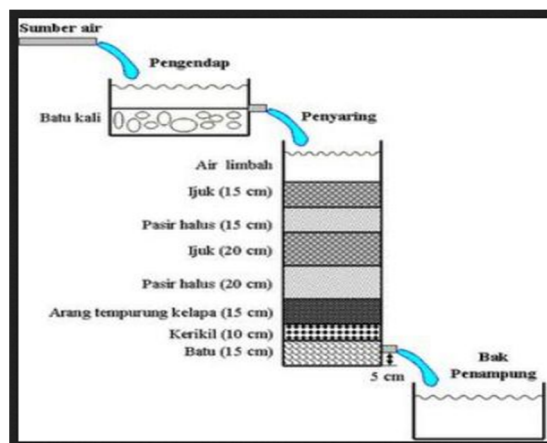


Figure 3: Simple water treatment.

The activity with the theme of a sustainable lifestyle conducted by SMAN 15 Padang can improve the skills of the 21st century. Creative skills in this hydroponic activity are seen in students' creativity and innovation using used materials such as used plastic bottles used as a forum for planting plants. In thinking skills, this hydroponic activity allows students to think critically by connecting learning, such as biology, with contextual problems that exist in everyday life. In this activity, students work in groups, and students always discuss and communicate with other students in undergoing projects to get perfect results. Collaboration skills can be seen in this activity; students learn in groups (teamwork) and work according to their responsibilities.

3.2.2 Local Wisdom

Local wisdom Based on the Pancasila Student Profile Project, students are known by the local wisdom of the community or the region where students go to school. Students are expected to be able to find out the development of customs, culture, or typical food of the area.

SMAN 15 Padang has carried out this local wisdom activity by introducing culture. Because the location of SMAN 15 Padang is in the Limau Manis area, local wisdom activities raise babako kematian dan babako menikah customarily around Limau Manis. The project with the theme of local wisdom carried out by SMAN 15 Padang is called "Rogo." This project is filled with various sub-project such as mandi, penghelatan kematian, pernikahan and petatah petitih. Students can choose the activities they are interested in and provide material following the group and preparation for the harvest.

The project showed that 21st-century skills, especially creative attitude, communication, and cooperation, were seen. In addition, this activity also increases the level of faith and fearing God Almighty; the activity is in the form of harvesting works that run well.



Figure 4: Babako Menikah.



Figure 5: Haircut Project.

3.2.3 Entrepreneurship

Activities with the theme of entrepreneurship at SMAN 15 Padang, namely face makeup, haircuts, eco print, and hand embroidery. Teachers and students identify economic potential at the local level, problems that exist in the development of these potentials, as well as their relation to environmental, social, and welfare aspects. Through this activity, entrepreneurial creativity and culture will be developed. Students also open insight into future opportunities, are sensitive to the community's needs, become skilled, and are ready to become a professional workforce full of integrity. SMAN 15 Padang has carried out the following activities.

a. Makeup and Haircut

Female students with speakers from Inez Cosmetics followed makeup activities, and for male students to participate in barbershop activities with resource persons who already had competency certificates. The purpose of this activity is that students know the stages of entrepreneurship, besides that in order to have responsible and independent characters.

The general stage is the introduction of face makeup and haircut, analyzing the tools and materials needed, and stages of making up and haircuts and presentations from students. The action carried out practicing makeup with the model and cutting hair, and reflection is the final result of makeup on the face and haircut.

b. Ecoprint

Eco print can be interpreted as a printing technique on fabric using natural dyes and manually making motifs from the leaves by sticking until the motifs arise on the fabric. This project's speakers were ISI Padang Panjang Lecturers and Cultural Arts Teachers of SMAN 15 Padang.

The process of this eco print project is the introduction stage of eco print, the stages of analysis of the materials needed to make eco print along with their functions and presentations; the action stage is to make an eco print on a piece of white cloth with leaf motifs, flowers, and branches, the reflection carried out is the result end. This eco-print activity is a multidiscipline subject, including biology, art, and culture.



Figure 6: Ecoprint Process.

c. Hand Embroidery

The process stages of this project include the introduction of hand embroidery, the stages of analysis of the materials needed to make hand embroidery, and presentations from each group. The action stages on hand embroidery make strimin wool and knitted strimin embroidery. The reflection is carried out on the final results of the hand embroidery, with the speaker from SMAN 15 Padang teacher.



Figure 7: Hand embroidery.

Activities with the theme of entrepreneurship can improve student creativity skills by making ideas. Creative skills in facial makeup activities can be seen from combining colors that match the color of consumers, able to work with consumers. Help each other if they find obstacles in completing the project able to pour ideas into producing works such as eco print and hand embroidery. This regional activity is beneficial because it can equip students to produce business ideas and develop their businesses. This activity is an excellent foundation for the creative and innovative ideas we need to succeed in the 21st century.

3.2.4 Implementation of the Merdeka Belajar Platform

Teachers have provided references in developing their teaching practices in the Merdeka Platform following the Merdeka Curriculum. In this application, various teaching tools are oriented to a Merdeka curriculum. This platform also helps teachers and makes it easier to carry out diagnostic analyses related to literacy and numeracy easily and quickly, so learning can be applied according to students' level of achievement and development. The learning function of the Merdeka Belajar Platform is to provide independent training for teachers to obtain quality and credible training materials that can be accessed independently. Teachers can also enjoy

various learning videos for teaching materials. The Merdeka Belajar Platform facilitates teachers to work optimally by providing a platform for various practices. To access the Merdeka Belajar account, you can use the learning id learning account via Android or the web page.

At SMAN 15 Padang, teachers have used various techniques and information-based platforms in the learning process, including Kahoot.

Kahoot is a type of visual learning media. As a visual learning medium, Kahoot has an attention function. The function of attention, namely visual media, is the core, attractive, and directs the attention of students to concentrate on the content of the lesson related to the visual meaning that is displayed or accompanies the text of the subject matter.

There are several advantages of using the Kahoot application as a learning media, and they are: students are more motivated to pay attention and record material taught by the teacher so they can take quizzes at the end of class; students are more motivated to be quiz winners with the highest scores; with the time limit in working on each question on the quiz, the possibility of students discussing with friends will be less; students do not need to create a Kahoot account; using Kahoot, teachers will get evaluation results quickly without correcting student answers. However, besides these advantages, there are some disadvantages, including Meaningless if the learning objects still need not be achieved; adequate facilities and infrastructure, such as a PC/smartphone with a stable connection.

It is just that teachers have to pay a monthly subscription to implement Kahoot as a learning media. It is just that teachers have to pay a monthly subscription to implement Kahoot as a learning medium.

3.3 Evaluation of Learning Projects Strengthening Pancasila Profiles in Increasing 21st-Century Competencies

The evaluation of how well the project to strengthen the Pancasila Student Profile was carried out must consider how well the project was carried out as a whole. This evaluation is not just about how well students are learning. It is also about how well teachers learn as they prepare project activities and how ready education and other educational units are to carry out projects.

When evaluating how well the project was done, the focus is on the process, not the result. So, the development and self-growth of students, teachers,

and education units are used to measure evaluation. For example, what has been evaluated differs from how many students get good final grades or how good their projects are. Instead, what is evaluated is how and how much students learn and grow as people during the project. For teachers, changes can be measured by how well they can develop project-based learning activities. For education units, changes that can be measured are the readiness level, how well project-based learning is being implemented, and how well the project facilitation team works together.

There is no one perfect way to judge something. Each education unit is ready to start working on different projects, and teachers and students are ready to participate in project-based learning. The evaluation of how projects are implemented should be made by changing how the education unit is set up. Education units and teachers used to project-based learning will have different goals for their students' development than those just starting with project-based learning. There are three types of assessments in the project, with the following details:

- Diagnostic Assessment, this assessment is carried out before the project begins to measure the initial competencies of students to be used to determine the need for differentiation, development process, and project activities and determine the development of sub-elements between phases.
- Formative Assessment, this assessment is carried out in the activities of each student
- Summative Assessment includes an assessment in the scope of the Pancasila Student Profile.

3.4 Evaluation Results of Project Strengthening Pancasila Student Profile Using the CIPP Model

A hypothetical design or model results from a comparative analysis between relevant preliminary studies (conceptual models) and field (factual models) findings.

Based on the results of research both qualitatively, it is known that the implementation of P5, in general, is appropriate; it is just that the evaluation of the project is less appropriate and relevant to the 21st-century competency.

Based on the findings of the planning, process, and evaluation of the learning of P5 at SMA N 15 Padang, the following is a description of the evaluation results of the implementation of the P5 project. Using the CIPP model can be seen in the table below:

Table 1: Evaluation Results of Project Strengthening Pancasila Student Profile Using the CIPP Model.

Aspect	Findings of the Results of the project strengthening the Pancasila Student Profile
Context	- There is already a Project Module for Strengthening Pancasila Student Profile - Assessment is carried out optimally
Input	- Limited knowledge and ability of teachers in differentiation learning - Technological tools are still lacking
Process	Application in class is not optimal because, in one meeting, it has not been able to carry out learning simultaneously with assessment and reflection.
Product	The unavailability of an assessment rubric is related to the project themes relevant to P5 and 21st Century Competency.

Referring to the data of the study's results so that the objectives of the P5 project can be achieved optimally, researchers try to design the P5 project hypothetically. The following is a Hypothetical Design Project P5:

Table 2: Hypothetical design project strengthening student Profile Pancasila.

Aspect	Hypothetical design project strengthening student profile Pancasila
Context	- Analyzing the achievement of the 21st Century Competency Objectives so that the aim of implementing projects is right on target - Development of P5 Assessment related to 21st Century Competency
Input	- Teacher guidance - Procurement of facilities and infrastructure, especially technological tools - Application Of BYOD Model
Process	- Improve teacher competence in the learning process regarding the syntax of the learning model - Rubric Assessment of Project Results Relevant to P5 and 21st-Century Competency
Product	- School Exhibition Project results attended by teachers, students, parents, and the community around the school.

Based on Permendikbudristek No. 56/M/2022, Pancasila Student Profile Strengthening Project (P5) is a project-based curricular activity designed to strengthen efforts to achieve competency and character following the Pancasila Student Profile,

which is arranged based on graduate compensation standards—project strengthening of the Pancasila Student Profile (P5) new learning raised in the Sekolah Penggerak.

This P5 is part of the Merdeka Curriculum structure in addition to intracurricular learning. P5 is a learning that provides direct experience following the characteristics of the surrounding environment so that children have global competence and behave that reflects the values of Pancasila in daily life. Implementing the recommended project approach in developing P5 can be preceded by observing or investigating the topics chosen by students following their respective interests and needs. In the hypothetical design of the project, strengthening the Pancasila student profile in terms of context is to analyze the achievement of the 21st-century competency goals so that the objectives of implementing the project are right on target. In this case, implementing P5 must follow students' competencies in the 21st century.

According to (Griffin, Care, and McGaw, 2012), the competencies that students must have been critical thinking and problem-solving, creativity, communication skills, and the Ability to Work Collaboratively. In implementing this project, there must be a P5 assessment form related to 21st-century competency. It is more than just an assessment that contains the characters from P5 that students must achieve. In its implementation, in the hypothetical design of the project, strengthening the Pancasila Student Profile in terms of input and guidance is needed for teachers to achieve this competency goal. Supervisors by the teacher on the project help students inform what needs are needed in implementing P5. For implementing the P5 project, it is necessary to increase the potential of teachers to manage the learning process, and component training can be held, especially in using the syntax of the learning model. To evaluate the implementation of the P5 project can be seen in the products produced by students.

Assessment is not only with one model of assessment; this evaluation is not only on student learning but also on the learning process of educators in preparing project activities and the readiness of education units and other educational units in carrying out projects. So the evaluation benchmark is the development and self-growth of students, educators, and education units. It is, moreover, associated with the strengthening of 21st-century competencies. The end of the project also needs to be held, showing off students' work. The school exhibition results of the project, which was attended

by teachers, students, parents, and the community around the school. In SMA N 15, Padang carried out the "Panen karya. The series of events in this activity was arak-arakan (tema babako), manyerak bareh kuniang tema (kato pasambahan), and sambah ka makan, penyajian kuliner kegiatan babako, prosesi babako kelahiran, baralek dan kematian.

4 CONCLUSIONS

In planning a project strengthening the Pancasila Student Profile, SMAN 15 Padang has adjusted the project module provided by the Ministry of Research and Technology following the local context, needs, and interests of participants by involving opinions; and student ideas.

Implementation of Projects Strengthening Pancasila Student Profile, Teachers have implemented a project strengthening Pancasila Student Profile with less or more than the recommended Ministry of Education and Culture of the Project. This activity begins with identifying problems facilitated by the teacher so that project activities begin to be oriented to the concept of concepts and solving problems (Problem Solving) according to the theme.

SMAN 15 Padang Education involves the community, the community on an ongoing basis to support intracurricular learning and project strengthening the profile of Pancasila students. The community involved is more diverse according to intracurricular learning objectives and projects, strengthening the profile of Pancasila students. Project activities Strengthening Pancasila Student Profiles held at SMAN 15 Padang could already improve 21st-century competencies. In the findings of hypothetical design, it is necessary to develop the Rubric assessment from P5 projects to improve 21st-century competencies.

SMAN 15 Padang already uses the independent learning platform, and the Kahoot application is one of them in the learning process. It can arouse students' interest to study more actively.

Limitations in this study include no analysis of student perspective on the implementation of the P5 program using valid instruments. Therefore, this can be a follow-up to the following study.

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